

Telephone: 601-652-1411.

Hestair Hope Ltd., St. Philips Drive, Royton,
Oldham OL2 6AG. Telephone: 061-652 1411.

(Michael Dwyer) "had moved as a laborer to Lancashire and lost an arm in an accident at work when he was 11. Naturally the Fenian revolutionary movement attracted him, and in 1870 he was sentenced to 15 years' hard labour for collecting arms." From *Gladstone and Liberalism* by J. L. Hammond and M. P. Foot.

Platform

As Mrs Thatcher's waste disposal machine sweeps through the Civil Service, Philip Venning looks at one area where expansion would be welcome

The figures that count

In the next few weeks the efficiency expert from Marks and Sparks, Sir Derek Rayner, is expected to tell Mrs Thatcher that there are plenty of civil servants doing unnecessary jobs, and many of them can be found in Government statistics offices.

The threat of cuts in the Department of Education's small statistics branch provides a long overdue chance for a discussion outside the narrow confines of Whitehall about whether the education figures it publishes are the ones people want. The consensus seems to be that on many crucial policy issues they are not.

Part of the layman's dissatisfaction stems from the split between nationally and locally published figures, and there is now a strong case for creating a new, unified set of education statistics. But as improved statistics require more money, not less, and this is not an issue to bring the education lobby into the barricade, nor is improvement (and extra expenditure) what the current exercise in the DES is about.

If the department is to resist the cuts, it may have to look long and hard for friends. Many have been expressed by the DES, the main source of most published school statistics, may actually rejoice at the news of a suggested cut. More probably the DES may simply have to bear its wounds unaided by all but a tiny group of specialist researchers and policy-makers.

The problem facing the statistics branch is that it is difficult, if not impossible, to prove which figures are essential—there is always a case for trimming at the margins. But in practice the DES is not the last word on education statistics, and indirectly to the individual educational experience of children, of whom educational statistics could be quite real. Statistics are the eyes and ears of the DES. They show what is really happening behind the rhetoric, and it is only on this basis that proper policy decisions can be made and forward planning undertaken.

The statistics have another important function. The published figures—perhaps as little as 10 per cent of all the data collected by the DES—are vital if a wider public is to understand and debate the issues from an informed point of view. Adequate statistics strengthen the hands of the educational reformers, and they should be a source of opposition to any ill-considered cuts. Now is the time when anyone who has found the statistics useful should get up and say so, and make sure the DES is aware of it.

The danger is that in its efforts to find savings a department will tend to safeguard those statistics used internally for its own planning, and to cut the apparent luxury of disseminating figures to an outside audience.

Of course, the DES has room to spruce up, and since Barry Wakefield took over as head of the statistics branch last year he has been keen to make sure that policy in collecting and publishing figures remains under regular review.

Even if the department decides that it must continue collecting the same range of figures it does now, and presumably saving that unpublishable 90 per cent there must be some way of saving money without compromising the quality of the data. One would hope the increased use of sampling. Figures on school, pupil and teacher numbers are based on a census (every school takes part), while those on school-leavers and exam results come from a 10 per cent sample. A rather larger sample might be suitable for the former.



DES statistics: under the eye of Sir Derek Rayner.

In other departments Sir Derek Rayner's team have been looking closely at whether figures need to be collected quite so often (monthly for many employment figures, for example). Education figures, but normally only collected yearly, but some of these change sufficiently slowly (for example, the number of books in university libraries) to allow a wider gap between the one set of figures and the next.

The main DES statistical publications, to be found on the shelves of super keen headmasters, are six glossy volumes covering schools, school leavers, further education, teachers, and universities (as well as a volume of United Kingdom figures). They were last revised in 1985, and the statistics published in the year 1985-86 are now high and growing, and though they have stayed much the same since then.

A shortcoming, and one facing anyone trying to work out some new way of collecting and publishing figures, is that the choice of tables lovingly reflects in part the fashions and concerns of the day. In 1965, the central government was still concerned with the devaluation of the pound, so the tables chosen then concentrated on numbers of schools, of teachers, pupils and students.

They did try to guess which figures might be wanted in the future, but sometimes they were wrong. A good example are regional figures, which are now recognized to be of little use to anyone. Had local government regional bodies gone differently, this might have been different, but it is just the sort of data which would have been valuable to have had at the time.

Another weakness of the published figures is that they mirror the responsibilities of the DES, and not really a national educational statistics service. Until recently, the official view seemed to be that matters of individual local authority policy should be published by the local authorities themselves. No doubt this was politically realistic, but it means that in practice educational policy can only be debated in a segmented way.

The recent political decision to give the Welsh Office control of Welsh education statistics has produced a further fragmentation, which will combine England and Wales figures extremely awkward.

Perhaps the most common complaint is that the DES statistics are awkward, and have been of limited

value on many of the great public debates of the moment. The best example is the controversial issue of selective schooling. It was always a mystery to visiting educationalists and the general public in the past that there was no way of knowing how many children passed the 11 plus in different local authorities.

Recently statistics have been used most freely in public for the long running row about the performance of comprehensive schools, which exam results purport to provide the only real statistical measure. In this case there are plenty of tables in the published volumes, but in practice much of the information is not quite suitable for the job.

Figures for exam results are only those of leavers, and it is difficult to follow the academic progress of a particular age group through the education system. This is partly a technical problem, but some better way should not be beyond the wit of the statisticians.

In general the published volumes are short on comparative data—on time series which show how things are changing, and on tables broken down by local authority.

Most local authority figures are collected by the Chartered Institute of Public Finance and Accountancy, and originate in county treasurers' offices.

No doubt one reason there has been an official reluctance to publish more comparative figures is the fear that they will be used for just that purpose—that there will be an increase in the number of politically embarrassing league tables of the kind already published for pupil-teacher ratios and capitation.

And anyone brave enough to quote these figures runs the risk of being labelled a local authority statistician.

Probably the most irritating part of the present system is the lengthening delay over publishing the six volumes (for which the printers are partly to blame). Figures two or three years out of date are of limited value in current discussions of education issues. The DES has recognized this and in 1978 started issuing a regular series of brief statistical bulletins, containing a small selection of more recent figures. This has been a welcome reform, and there may now be a case for an expanded system of education bulletins based on this model. It would be more up to date than the volumes and much more readable. It would also give some indication of the picture, rather than the legalistic administrative

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NEWS

Labour's plans 'plain daft' says Carlisle

by Biddy Passmore

Labour's plans for independent schools are "vindicative, vindictive and just plain daft", Mr Mark Carlisle, Education Secretary, said last weekend.

Speaking at the Conservative National Advisory Committee on Education, Mr Carlisle made a lively attack on the Opposition's plans, which have been leaked in the press but have not yet been published or approved by Labour's national executive committee. The proposals to kill off independent schools by slow strangulation stand at the very root of individual freedom and responsibility, he said.

In a clear reference to Mr. Keith McNamara's difficulties with the Labour Party over his son's education at Appleton College, Mr Carlisle said that, under a Conservative government, every parent would have a choice of the best education for his child.

Mr Carlisle kept his attack on the plan to charge public school pupils full cost fees at university, an option which Labour has already decided to drop. He said it was "daft" to argue that people living in Britain and paying British rates and taxes should not be allowed to benefit from fees at university education if they send their son to an independent school while people living abroad and paying no British taxes should have a subsidised place.

He also condemned the proposal that independent schools should pay for the cost of their teachers' degree courses. "Presumably, he joked, the independent school would get the money back if the teacher later transferred to a state school. "But why stop at teachers?" he asked. The principle could be extended to all forms of employment, so that employers in the private industry would have to pay for an education for their recruits, while the civil service would not have to pay for any left-wing socialists.

Finally, Mr Carlisle attacked the plan to remove tax credits for the independent schools by taking away their charitable status. "We are not some special hand-out to taxpayers' money made to independent schools," he said.

Call to merge training in Ulster

by Paul McGill

A merger of Catholic and Protestant teacher training institutions in Northern Ireland—with a view to a similar move in the Republic—has been proposed by the Independent Education Review Group, this week.

Teachers in largely segregated schools in Northern Ireland have experienced a wide range of environments, then, in many pupils, the report said. It says the "mixing" would be a way to break down the segregation of a "divided society".

Why not publish figures from non-traditional sources, such as local authorities, Manpower, Welfare, figures on the number of auxiliary staff employed by L.E.A.s? Or General Household Survey figures on the social class background of pupils? This requires a more positive policy of selling the statistics to the general reader, abandoning the idea of statistics solely for planning.

The Department of Employment is an excellent example. It has a much more Catholic approach to figures. Its monthly Gazette draws on figures from many sources, as well as including its own full range of statistics. It is not now a case for an expanded system of education bulletins based on this model. It would be more up to date than the volumes and much more readable. It would also give some indication of the picture, rather than the legalistic administrative

NEWS

Parents 'disgusted' over £9 a head textbook 'blackmail'

by Sandra Hempel

The school which is asking parents for £9 a head for textbooks has been accused of blackmail.

The school, Tudor Grange comprehensive in Solihull, as revealed in *The TES* last month, sent letters to parents signed by the headmaster, the chairman of the parent-teacher association and the chairman of the board of governors asking for a fixed contribution towards a textbook fund. The decision was made at a meeting of the Parents' Association, chaired by the headmaster, Mr Roy Fulton and attended by staff and governors.

The letter reads: "It is proposed to ask for a contribution of £9 for each pupil per term from the beginning of the autumn term, 1989. Such a contribution must be voluntary but, to be effective and fair, needs to be made by all parents who have a child here, even where there is a real financial difficulty."

The money will go mainly towards buying books for the library, but also to cover the cost of the school's own copy of the required texts. It adds: "Parents who would face difficulties in paying are asked to tell the school."

This appeal uses moral blackmail, said Mr Tony Miller, Midlands official of the National Union of Teachers. "It also borders on illegality. The pressure should be directed at the local education authority to provide what is necessary not at the parents."

The charge of blackmail was also made by a parent with two children at the school, Mr Terry Fryer. "I was disgusted with the school," he said, "because they were asking me to pay for more textbooks."

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way the school was continually asking parents for money. Mr Fryer said he has not yet decided whether to pay the money. "My inclination is not to pay but I do not want the children to suffer."

Another parent with one son at the school who did not want to be named said that she had paid, although she deplored doing so. "My son's French book fell to pieces in his third week at the school. He had to buy a new one. It was a difficult geography homework which he had to pass his book on to someone else this next day."

The headmaster, Mr Ronald Herd, denied that the letter was a form of blackmail or that the authority was falling in its statutory duty. "It is a request for a contribution," he said. "It is a request for a contribution."

Mr Herd said: "One hundred years ago there were hardly any school books and no one could afford to buy them. It is a request for a contribution."

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Despite a cut in the budget of £2m in teachers' pay, Mr Fryer said he has not yet decided whether to pay the money. "My inclination is not to pay but I do not want the children to suffer."

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Survey was cooked-up, say campaigners fighting ILEA break-up

by Sarah Bayliss

Parents campaigning to save the Inner London Education Authority claim a "cooked-up" opinion poll has been "cooked-up" to support the case for break-up. They are now challenging Wandsworth borough council to hold a referendum.

Mr Christopher Clowe, Wandsworth's Conservative leader, claimed last week that more than two-thirds of the electorate approved the council's plan to pull out of the ILEA and to run schools locally.

He said his evidence came from a questionnaire mailed to 1,200 voters in Wandsworth, which has 112,000 inhabitants. Just over half—799—replied and 72 per cent were in favour.

The question read: "There is a view that the administration of education in Wandsworth is too remote, bureaucratic and over-centralised, and that by raising standards with standards despite extra spending."

Mr Clowe said the council's aim is to bring education in the borough under local control, giving Wandsworth parents a much greater say in how their children's schools are run and the opportunity to influence policy at the same time, enabling teaching and school standards to improve. Do you agree or disagree?

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He said: "I am pleased. This is the voice of the silent majority speaking at last."

However, Wandsworth Association of School Parents says the result was manipulated. "It's a very cleverly worded question asked in a way that would be difficult to disagree with. Of course we would all like more parental involvement and improved standards but there is no proof that the disbanding of ILEA would achieve these things."

Mr Trevor Hutton, Wandsworth's Liberal Party spokesman, said the council's plan to pull out of the ILEA and to run schools locally.

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Keep these ladies in a safe place until you need them.

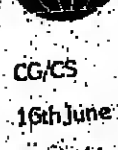


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Tories set to rebel against 'charter'



Hestair Hope

Telephone: 0467 652 1411
Telegrams: Hops Odont
Telex: 814084 H HOPES GB
Bridgford 4 In England No. 46GJ2.

CG/C5

16th June 1980

Mt. Archimedes,
Flat A,
The Esplanade,
Syracuse,
Sicily

Dear Mr. Archimedes,

Thank you for your letter and the enclosed plans for the displacement apparatus.

We think the idea is a very exciting one, and we have asked our product development section to appraise it. The design of the tank may have to be amended as we feel that a marble bath tub would present production problems, and the cost would be out of the reach of most science departments.

Also, the instruction booklet would have to be re-written in line with European customs. Most science teachers would discourage pupils from interrupting themselves during lessons and we do not think it necessary to conclude the experiment by a ceremonial leaping in the air, accompanied by a cry of "Eureka".

I suggest that we now meet to discuss your idea further. We would prefer you to visit our new premises at Oldham, where you can meet our marketing team personally. Our executive for Europe will be in your area quite soon, and if you wish, he could call in and give you a lift.

We look forward to hearing from you in due course.

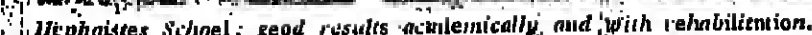
Yours sincerely,

L.C. Giles.

Christine Giles
Product Manager

The Hestair Hope Catalogue.

Only the best will ever be in it.



by Sharon Golden

Black Britons stake claim to better future

Guide to the Muslim life

In a brief chapter they give recommendations for teachers issues concerning Muslim parents, language, co-education, religion and sex education, dress and food.

The Muslim Guide, by M. Y. Dermott and M. M. Ahsan, published by the Islamic Foundation, 223 London Road, Leicester, LE1 1ZE.

by Hilary Wilce

Basic schooling for children and uneducated adults is still the prime educational need of developing countries in spite of progress made in recent years.

And in a major education policy paper, the World Bank—the foremost international development agency—sets out priorities for the 1980s.

Emphasis will be given to low-cost basic programmes for low-income countries, and to the development of vital skills and knowledge and extension of basic education in middle-income countries.

The paper stresses that the primary education must play a leading social equality, both between the sexes and between different classes and ethnic groups, and says education must be related to work and to the environment.

And, in a major education policy paper, the World Bank—the foremost international development agency—sets out priorities for the 1980s.

Emphasis will be given to low-cost basic programmes for low-income countries, and to the development of vital skills and knowledge and extension of basic education in middle-income countries.

The paper stresses that the primary education must play a leading social equality, both between the sexes and between different classes and ethnic groups, and says education must be related to work and to the environment.

It also places considerable stress on the need to develop efficiently-managed educational systems and says that developing countries must find more and better ways of designing and evaluating their educational and training.

Although the bank has traditionally concentrated on providing buildings and equipment, it plans to direct an increasing proportion of funds to what it calls "software components"—curriculum development, teaching materials, teacher training, and planning and management.

"The paper, only the third comprehensive policy statement since the World Bank edged cautiously into education in the early 1960s, 'will be read closely by other international agencies and by educationists in the developing world,' it is bound to have a significant impact on future thinking about education and development.

Euro-knowledge hindered by dead hand of tradition

Most history textbooks mention Turks only in uncompromising contexts such as the Crusades, as aggressors with nothing but bloodthirsty, geographical books ignore Iceland, underdevelopment and economic changes on European unification often concentrate on bering descriptions of international organizations.

The many difficulties confronted teachers who embark on the vague area of European studies have been surveyed by Mr. Mathiasen Stober, head of the school education division of the Council of Europe, at the second meeting of the Council for Education in World Citizenship in London, that he received many requests for help from teachers wanting to teach about Europe. Half came from the United Kingdom, Mr. Stober said, and the other half from the United States, where he showed no knowledge of the United Kingdom European resource centres.

But introducing European studies to schools raised fundamental questions such as why teach about Europe? And what is meant by Europe?

Pupils are taught a great deal about Europe in separate subjects, but teachers could also coordinate

chairs of history, science, handicraft, the mother tongue and music could cooperate in a view of the Industrial Revolution.

Integrated European studies, of course, could centre on pupils as workers, bosses and unions, research had shown that such interdisciplinary courses required enormous amount of management.

Traditional teaching and the materials left considerable gaps in pupils' knowledge about Europe. "What did the Scandinavians do in those long centuries before the Vikings and Good King Christian? What was the history of Sweden?" Mr. Stober asked.

But work by the Council of Europe had helped to identify needs and suggest solutions. The council also arranged European exchanges, offered teachers bursaries and arranged for teachers' seminars.

Turkish salesmen in the street drew attention to the fact that themselves and their country were by the Council of Europe, in their associated catalogues and sets. He presented the Council for Education in World Citizenship with a permanent relationship with the Council of the audience with Council

Labour plans to phase out uniforms **Students 'delighted' by hall fees rise**

Sheffield's ruling Labour group is to push for compulsory school uniform for the 40,000 secondary pupils in the city.

Members say uniforms are costly but infringe individual freedom; but will consult teachers and parents before making a move.

Mr Tim Merdell, chairman of the local Secondary Heads Association, says the decision should be left to the governing body of each school.

They will be asked to give a log-bolton to Sheffield, including pupil members," he said.

One group of students who might be affected by the new uniform is those at the University of North Wales in Bangor. That is because they are charged 14 per cent increase in fees. The rise is one of five in the United Kingdom. The other four have been notified. The new fees are keeping within next year's increase of 14.7 per cent.

The others are the University of Chester, the University of Exeter, and the University of Worcester. They all plan to raise their fees by 14-14.7 per cent.

Here are some examples of prices in our Half Price Sale of laboratory consumables. At first, you may find them too good to be true. That is, until you remember that most of our normal prices are already as low as half our competitors prices.

But, we feel sure that these examples will serve only to whet your appetite. So, before you finalise your order read the complete list of half prices.

It's yours by filling in the coupon below. And, it won't even cost you the price of a stamp.

HALL PRICE

	RELATIVE PRICE	REAL PRICE
Airslators with Spigot and Slopers 1000ml		
Airslators with Spigot and Slopers 2000ml	7.26	2.68
Airslators with Spigot and Slopers 8000ml	7.95	3.87
Airslators with Spigot and Slopers 10000ml	11.26	5.88
High Form Balsters with Spout 50ml	17.30	3.80
High Form Balsters with Spout 100ml	0.58	
High Form Balsters with Spout 150ml	0.27	0.18
High Form Balsters with Spout 200ml	0.34	0.17
High Form Balsters with Spout 250ml	0.28	0.18
High Form Balsters with Spout 300ml	0.4	0.2
Low Form Balsters with Spout 100ml	0.34	0.17
Low Form Balsters with Spout 150ml	0.4	0.2
High Form Balsters 2000ml	0.84	0.42
Low Form Balsters 100ml	1.78	0.47
Low Form Balsters 200ml	0.32	0.16
Low Form Balsters 250ml	1.02	0.41
Low Form Balsters 50ml	0.38	0.18
Boiling Flasks (Flat Bottom, Long Neck) 50ml	1.48	0.28
Boiling Flasks (Flat Bottom, Long Neck) 100ml	0.4	0.27
Long Neck 100ml		
Boiling Flasks (Flat Bottom, Long Neck) 500ml	0.67	0.38
Boiling Flasks (Flat Bottom, Long Neck) 1000ml		
Boiling Flasks (Flat Bottom, Long Neck) 2500ml	0.99	0.39
Boiling Flasks (Flat Bottom, Long Neck) 5000ml	0.76	0.38
Boiling Flasks (Flat Bottom, Long Neck) 10000ml	1.16	0.57
Boiling Flasks (Flat Bottom, Wide Mouth) 50ml		
Boiling Flasks (Flat Bottom, Wide Mouth) 100ml	0.92	0.38
Boiling Flasks (Flat Bottom, Wide Mouth) 250ml	0.95	0.37
Boiling Flasks (Flat Bottom, Wide Mouth) 500ml	0.99	0.34
Boiling Flasks (Flat Bottom, Wide Mouth) 1000ml	0.91	0.40
Boiling Flasks (Flat Bottom, Wide Mouth) 2000ml		
Enflammyer Flasks (Narrow Mouth) 25ml	1.10	0.86
Enflammyer Flasks (Narrow Mouth) 50ml	0.41	0.30
Enflammyer Flasks (Narrow Mouth) 500ml	0.36	0.32
Enflammyer Flasks (Narrow Mouth) 5000ml	0.62	0.28
Enflammyer Flasks (Narrow Mouth) 10000ml	0.82	0.41
Mouffl Bottoms (3 neck)	5.22	2.01
Wine Apparatus 1000ml	18.26	2.12
Glass Jet with Cover	2.45	
Wine Test Tubes (8 x 100mm)	4.25	2.18
Wine Test Tubes (8 x 120mm)	4.65	2.28
Wine Test Tubes (8 x 140mm)	5.84	4.32
Wine Test Tubes (8 x 160mm)	4.84	3.96
Wine Test Tubes (8 x 180mm)	12.95	4.77
Wine Test Tubes (8 x 200mm)	13.50	5.47
Wine Test Tubes (8 x 220mm)	21	10.62
Test Tubes with Rim 4 x 100mm	4.28	2.18
Test Tubes with Rim 11 x 100mm	4.51	2.26
Test Tubes with Rim 11 x 150mm	10.29	4.82
Test Tubes with Rim 11 x 200mm	13.85	6.82
Test Tubes with Rim 25 x 100mm	13.46	6.77
Test Tubes with Rim 25 x 150mm	21.85	10.82
Test Tubes with Rim 25 x 200mm		
Dr. Dropping Bottles (Wide Neck) 30ml	0.91	0.28
Dr. Dropping Bottles (Amber) 30ml	0.69	0.29
Dr. Dropping Bottles (Amber) 50ml	0.7	0.3
Dr. Dropping Bottles (Amber) 100ml	0.70	0.28
Perf. Glass 50 x 80mm	0.72	0.30
Amber Perf. Glass 50 x 80mm		

HAIR PRICE

Resident Bottle (Clear Glass, Narrow Mouth) 100ml	0.90	0.38
Resident Bottle (Clear Glass, Narrow Mouth) 500ml	0.90	0.48
Resident Bottle (Clear Glass, Narrow Mouth) 1000ml	1.35	0.67
Resident Bottle (Amber Glass, Narrow Mouth) 1000ml	1.24	0.88
Resident Bottle (Clear Glass, Wide Mouth) 100ml	0.76	0.36
Resident Bottle (Clear Glass, Wide Mouth) 500ml	0.85	0.44
Resident Bottle (Clear Glass, Wide Mouth) 1000ml	0.90	0.46
Resident Bottle (Amber Glass, Wide Mouth) 100ml	1.23	0.81
Resident Bottle (Amber Glass, Wide Mouth) 500ml	0.45	0.23
Resident Bottle (Amber Glass, Wide Mouth) 1000ml	0.75	0.37
Sealing Funnel (Glass) 100ml	0.89	0.46
Sealing Funnel (Glass) 500ml	0.99	0.49
Sealing Funnel (Glass) 1000ml	1.49	0.74
Volumetric Flask (Clear Glass) 100ml	0.74	0.37
Volumetric Flask (Clear Glass) 500ml	0.84	0.47
Volumetric Flask (Clear Glass) 1000ml	0.94	0.47
Volumetric Flask (Amber Glass) 100ml	1.19	0.67
Volumetric Flask (Amber Glass) 500ml	1.29	0.77
Volumetric Flask (Amber Glass) 1000ml	1.39	0.87
Volumetric Flask (Clear Glass) 100ml	1.81	0.93
Volumetric Flask (Clear Glass) 500ml	1.91	1.03
Volumetric Flask (Clear Glass) 1000ml	2.01	1.13
Volumetric Flask (Ground Stopper) 100ml	0.77	0.38
Volumetric Flask (Ground Glass Stopper) 100ml	2.98	1.48
Volumetric Flask (Ground Glass Stopper) 500ml	2.98	1.48
Volumetric Flask (Ground Glass Stopper) 1000ml	2.98	1.48
Measuring Cylinder with Stopper (Full) 250ml	1.24	0.62
Measuring Cylinder (Ground Glass Stopper) 100ml	1.00	0.50
Measuring Cylinder (Ground Glass Stopper) 500ml	1.00	0.50
Measuring Cylinder (Ground Glass Stopper) 1000ml	1.00	0.50
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HALF PRICE

	SOLINA PRICE
Bureta with Straight Stopcock 50ml	\$3.74
Automatic Bureta 10ml	10.45
Automatic Bureta 20ml	19.76
Leaking Condenser (Open Top, Cone Bottom) 200mm	2.93
Leaking Condenser (Open Top, Cone Bottom) 300mm	3.95
Leaking Condenser (Open Top, Cone Bottom) 400mm	3.26
Leaking Condenser (Socket Top, Cone Bottom) 200mm	3.15
Leaking Condenser (Socket Top, Cone Bottom) 300mm	3.36
Leaking Condenser (Socket Top, Cone Bottom) 400mm	4.36
Alum. Condenser (Socket Top, Cone Bottom) 200mm	4.90
Absorption Drying Tower	8.82
	2.46

Ball Jar (Open Top) 150 x 250mm	2.95
Ball Jar (Closed Top) 150 x 200mm	1.64
Ball Jar (Ground In) Specoat 300 x 300mm	7.65
Wool Scales 1000 (2 neck)	1.85
Wool Glass 60mm	4.39
Sealing Funnel 1 Pair Specat 200mm	1.85
Funnel 500mm	1.10
Funnel (Short Stem) 150 x 150mm	1.30
Funnel (Ribbed) 100 x 80mm	1.20
Funnel (Kropl Type) 100mm	16.95
Balance Masses Analytical	75.50
Balance Masses Technical	12.00
Balance Monopole	180.00
Wound Pump	78.00
Radon (Round Solid, Medium Neck) 100mm	0.84
Flowering Plants Set	3.80
Biological Slide Set	3.20
Bacteriological Slide Set	3.80
Psychological - Planarians	0.95
Hocula	0.95
Physic	0.80
Fish Basical	0.81
Algae - Anaxionia	0.80
Algae - Valnoheria	0.80
Unstained sections - Stern Pyrus	0.59
Unstained sections - Stern Pyrus	0.75
Unstained sections - Stern Pyrus	0.75
Unstained sections - Tint	0.76
Unstained sections - Tint	0.76
Unstained sections - Tint	0.76


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possibly the most expensive price campaign. You'll laboratory consumables said "No price increase."

That statement was But, how could anyone go one better? Not only but **HALVING THEM** in price.

Remember though served – stocks won't

Unstained sections – Root Hysteresis	0.75	0.37
Unstained sections – Zee Mar	0.75	0.37
Unstained sections – Zee Mar	0.75	0.37
Unstained sections – Lysil Densit	0.50	0.25
Unstained sections – Hysteresis	0.50	0.25
Unstained sections – Hysteresis	0.50	0.25
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Unstained sections – Hysteresis	0.50	0.25
Unstained sections – Zee Mar	0.50	0.25
Unstained sections – Hysteresis	0.50	0.25

HALF PRICE

Histology sections – Cerebellum	0.50	0.25
Histology sections – Cerebellum	0.50	0.25
South African Feline 100ml	0.49	0.24
South African Feline 100ml	0.49	0.24
Zoological Feline 100ml	0.49	0.24
Zoological Feline 100ml	0.49	0.24
Terrestrial Feline 100ml	0.49	0.24
Canada Balsam	0.25	0.12

Insured amount	\$500,000
Barless Mountaint	0.27

95	Farfante Medus	0.20
96	Oxyrinia Jelly Chert	0.19
97	Glycerine Jelly 1/2 Water	0.19
98	Oxyrinia Jelly 1/2 Acetic Acid	0.26
99	Oxyrinia Jelly Antiline Blue	0.35
100	Claremont	0.27
101	Asaphum Black	0.27
102	Brown Cement	0.27
103	White Cement	0.27
104	Alican Green Stain	0.27
105	Antilia Blue Stain	0.45
106	Glamps Dain	0.45
107	Green Jodine Stain	0.45
108	Hematoxylin H&J Solution A	0.45
109	Hematoxylin H&J Solution B	0.45
110	Light Green Stain	0.45
111	Saffranin Stain	0.35
112	Saffranin Antiline Stain	0.09
113	Saffranin Hematoxylin	0.60

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price
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Now we can reveal
the exciting phase in our 1980
I'll remember the
roles advertisement that
uses during 1980"
was certainly true!
We have guessed we'd
only reducing our prices,
in this surprise sale.
ugh, it's first come, first
last indefinitely.

to Hestair Hope Ltd., Freeport, St. Philips Drive,
Rush me my complete list of Half Price Offers

Name _____
School _____
Address _____

FREEPOST - NO

0.13 : Unstained Sixpence Sixpence L.S.

0.22	Unstained Sections Fraxinus T.S.
0.22	Unstained Sections Fraxinus L.S.
0.22	Unstained Sections Glue T.S.
0.27	Unstained Sections Stem - Hippury T.S.
0.27	Unstained Sections Stem - Lanthum T.S.
0.27	Unstained Sections Stem - Lilium L.S.
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0.22	Unstained Sections Stem - Pinus T.S.
0.22	Unstained Sections Stem - Pinus L.S.
0.22	Unstained Sections Stem - Pinus T.S.
0.22	Unstained Sections Stem - Pinus L.S.
0.22	Cytopoly Slide Set
0.22	Hemomaps
0.22	Garnets
0.22	Onlours

	Zoea de Cils	
	Cedariae Larvae in Cans	
	Culex Harvas	
	Culex Pupae	
	Culex Imago	
	Epilimnæ Larvae	
0.30	Odontæ	
0.22	Ophryæ	
0.42	Ophryæ	
0.30	Gastropoda	
1.75	Mollusks	
1.25	Therapsida 14/23	
1.25	Altricht Box 1	
1.75	Altricht Box 5	
1.75	Altricht Box 8	
1.75	Flea Post	
3.60	Pipete Stand	
1.75	Striking Bar 12mm	
1.75	Striking Bar 12mm PFIE	
0.90	Exporting Dish Flat 20ml	
0.90	Exporting Dish 20ml	
1.75	Eyeplate for Microscope X20	20
1.75	Eyeplate for Microscope X20	20
1.75	Moler with Cwies	20
1.00	Male Pelvis	40
0.25	Hasting Maids MS 1000	40
0.25	Hasting Maids MS 2000	40
0.25	Granna Sary	40

Gamma Mole	2
Gamma Sunflower	2
Gamma Pea	2
Gamma Broad Bean	2
HALF PRICE	
General Purpose Butten Burner	2
Laminated Burner	5
Seach Blow Pipe	5
Tripped Brass and 750mm Rod	18
Bow Nail	0
Burlete Hoffer (Double)	1
Cirring 150mm	1
No. 1 Boiling Ring	0
No. 2 Boiling Ring	0
No. 3 Boiling Ring	0
Wooden Ten Tube Rack (24 hole)	5
Metal Test Tube Rack (24 hole)	5
Metal Spring Tucking Clip	5
Hoffman Screw Dip 20mm	2
Hoffman Screw Clip 29mm	2
Pipeclip Triangle 40mm	1
Pipeclip Triangle 50mm	1
Pipeclip Triangle 60mm	1
Cupclipe Tongs 700mm	1
Melter Burner	2
Rectangular Base, 1000mm Rod	2
Condenser Holder (Small)	1
Condenser Holder (Large)	1
Muffs Tongs	2
Spindle 100mm	0
Spindle with Blade Both Sides	1
Incrustating Crucible (High Form) 3mm	0
Crucible Lid 23mm	1
Buchner Filter Funnel 115mm	2
Gooch Crucible 17mm	0
Gooch Crucible 25mm	0
Gooch Crucible 13mm	0
Evaporating Dish (Cast) Deep 50mm	0
Annealing Dish (Flat without Spout) 140mm	0
Annealing Dish (Flat without Spout) 140mm	0

HALF PRICE	
Fan Shape Test Tube Brush 12mm	0.80
Bottle Brush (Small)	0.70
Bottle Brush (Medium)	0.80
Bottle Brush (Large)	0.90
Thermoset Bath Type 2	93.00
Thermoset Bath Type 4	100.00
Six Range Acidometer	175.00
pH Meter	250.00
Top Pan Balance	125.00
Student Balance	45.00
Wet Jet Pump	6.00
Swivel Jet Type	0.40
Surgical Scissors	1.75
Eye Scissors	2.10
Preparation Needle	0.30
Lanced Needle	0.50
Gas Jar Covers	0.15
Water Bath Stirrer	22.00
Wetlab Glass 200mms	2.90

Make your capitulation allowance go much further.

Send now for your complete list of Half Price Offers.

Remember, first come - first served.

Write: Roydon, Oldham OL2 8AG.

I Don't delay! I don't want to miss this chance!

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 Hestair Hope's
half price
SALE
now on!

Now we can reveal possibly the most exciting phase in our 1980 price campaign. You'll remember the laboratory consumables advertisement that said "No price increases during 1980". That statement was certainly true! But, how could anyone have guessed we'd go one better? Not only reducing our prices, but HALVING THEM in this surprise sale. Remember though, it's first come, first served - stocks won't last long at this rate.

Make your capitulation allowance go much further.

Send now for your complete list of Half Price Offers. Remember, first come - first served.

half price SALE now on

Mr. Royton, Oldham OL2 6AG.

Don't delay! don't want to miss this chance!

STAMP NEEDED

Dyslexia experiment sheds light on link with eye movement deficiency

by Sharon Golden

The vital evidence needed to end the controversy surrounding dyslexia and its middle-class label may be revealed by nothing more than a series of flashing lights.

After extensive research into children's reactions to the lights Dr George Pavlidis, director of a dyslexia project at Manchester University, financed by the Social Science Research Council, claims the dyslexia is caused by a brain malfunction which directly affects the eye movement system.

The results lead to the possibility of establishing a simple reliable test of dyslexia which has the potential of early diagnosis, since it does not depend on reading.

Dyslexia, unlike reading backwardness, is defined as a reading disability where children of average or above intelligence are incapable of reading or spelling words or letters in their correct sequence. Emotional and physical factors as well as disadvantaged background can cause backwardness in reading.

Dr Pavlidis says the cause of dyslexia are not due to environmental factors but are attributed to constitutional ones. "Dyslexia has nothing to do with glasses or intelligence."

In a series of experiments, Dr Pavlidis divided 80 eight to 16-

year-olds into four groups. Dyslexic children were compared with fast, end normal readers of the same chronological age, and backward readers of the same chronological and reading ages. The children were asked to track a series of flashing lights, a task which involved no memory or linguistic skills nor any emotional associations with reading difficulties.

The fast, normal and backward children all performed the task equally well; however, the dyslexic children showed erratic eye movements. The dyslexic's performance was significantly worse than all other readers.

During his six years of research, Dr Pavlidis has found that most dyslexics show a spontaneous recovery period about the ages 11 or 12. "The brain cells are not destroyed," he says, "they are just lazy."

Dr Pavlidis says, "The recognition of the handicap of dyslexia should become neither the convenient 'excuse' for the lazy child and the incompetent teacher, nor the socially acceptable label for the 'pushy' parents of the slow child."

"The early objective diagnosis of dyslexia will benefit the family atmosphere, the child's emotional stability and the teacher-child relationship if it leads to both an adjustment of teaching strategy and a more sympathetic attitude towards 'the child', he said.

MPs back Bill to end job discrimination against gays

A proposed amendment to employment legislation aims to make it illegal to sack a person for being homosexual.

The new Bill, supported by 40 MPs from all parties, was passed by the House of Commons on July 15th, following the backing of Mr John Gummer from his job as a main-tenance worker at Dons School Camp in Scotland.

Mr Gummer's dismissal was controversial because he was a homosexual. He had been dismissed for being a homosexual, but the House of Commons has now ruled that his dismissal was unlawful.

The Bill aims to extend Section 28 of the Employment Protection (Consolidation) Act 1978 to add homosexuality to the list of inad-

missible reasons for dismissal. It is already unlawful to sack employees for belonging to trade unions or taking part in their activities.

Meanwhile the National Union of Teachers is pursuing the case of Mr Richard McMillan sacked from his job as a youth worker at a London club. Mr McMillan claims his dismissal was because of his homosexuality. The headmaster had planned to sack him for being a homosexual.

Mr McMillan's case is being heard by the Industrial Tribunal. The tribunal found that the headmaster had planned to sack him for being a homosexual.

The Bill aims to extend Section 28 of the Employment Protection (Consolidation) Act 1978 to add homosexuality to the list of inad-

Union focus school sexism

A discussion document "Sexism in Schools" has been produced by the National Union of Teachers women's group.

It tackles the traditional authority structure in schools, the teaching of physical education and sex education, curriculum, careers, subject options and the need for equality in numerical education.

Copies, 45p, can be obtained from Alison Corfield, 30 Albert Place, Maida Vale, London W9 3JL.

A ruling from the Equal Opportunities Commission means that Mid-Glamorgan education authority can no longer advertise senior posts for women only. The authority was trying to ensure that one of the three senior posts in comprehensive schools was always filled by a woman to take charge of the pastoral care of girls. The commission says other women teachers could step in on a case needing personnel.

Quote from "Newsweek" January, 1980: Review by Rita Hawden

School to work



Life on the farm: a child of 13 could drive this tractor.

Call to ban under-16 drivers stays on the shelf

by Mark Jackson

For two years the Health and Safety Commission has been asking a confidential report urging it to seek legislation banning children under 16 from driving farm tractors. Nine more children have died in tractor accidents during that time.

Under the existing law, dating from 1958, children over 13 can be employed on farms and use machinery; that means they can drive tractors without any kind of training. More than 50 children have been killed by tractors or trailers in the past ten years.

In June, 1980, the Health and Safety Executive submitted to the

commission a paper from its agricultural industry advisory committee recommending that the age at which children should be allowed to operate self-propelled machinery should be raised to 16 to bring agriculture in line with the regulations for other industries. A Health and Safety Executive spokesman said this week that no action had been taken on the report so far.

The paper comes down in favour of legislation after examining the arguments against it, which are strongly backed by the National Farmers Union. The NFU says that most of the children working on farms are the sons and daughters of farmers, and that their work is of economic importance to their parents. Preventing them doing

such jobs as driving tractors would lead to frustration and discourage them from taking up farming as a career. The NFU representatives on the committee argued that children who grew up on farms were more likely to handle tractors safely than much older urban youngsters who might otherwise be employed in the holidays.

Pressure for a change in the law has come both from the National Union of Agricultural Workers, and from the Agricultural Inspectorate, who have to investigate every farm death. Kevin O'Reilly, the union's safety officer, said this week that the NFU's arguments could be used just as well to justify sending 13 year-olds down the mines.

"It's not only the farmers' own children who risk their lives, serious though that is, it's customary for farm workers to send their kids down to a farm to lend a hand at busy times, and as the law stands, there's nothing to stop a farmer instructing a kid to get on the tractor without his parents knowing. Few kids are going to refuse—even if the tractor hasn't got a safety cage."

In one accident recently, a child fell off the back of a tractor into the blades of the rotary cultivator it was hauling. The account of the accident brought back by the investigating inspector has so horrified Health and Safety Executive staff that they are again talking angrily about the commission's lack of action.

In another accident a child's arm was caught up in a rotating conveyor: the farmer, going to see why the machine had stopped, found the child strangled.

Commenting on last year's figures for child farm deaths (24 under 16s were killed in accidents of all kinds) Mr John Weeks, Director of Agricultural Health and Safety, says that despite intensive efforts by the Agricultural Inspectorate to promote safety as their contribution to the Year of the Child, the figures were up on either of the previous two years. Mr Weeks warns: "It is clear that if education is to disregard the hazards to children from the general farm environment and work operations, these need less tragedies will continue."

At a meeting organized by the Royal Society for the Prevention of Accidents to discuss farm safety on Monday, the National Union of Agricultural Workers again pressed for a total ban on children driving tractors. It was successfully opposed by the NFU, who insisted that the answer was better training.

Checklist for the eager job hunter

All that anyone needs to get a good job is O level maths, writing ability, and some knowledge of science, says Lord Gower, employment Minister of State.

He told the Conservative Party education conference in London at the weekend that parents and teachers should be able from their own knowledge of science, says Lord Gower, employment Minister of State.

He added: "The sophistication of technology has meant that those skills are not enough for the job. An ability to write, and therefore analyse our own language well; mathematics up to O level and preferably a bit beyond; and some grasp of the sciences, are enough to get anyone a good job, even in the present recession, and against the current high levels of unemployment."

A few days earlier, in a speech to the International Labour Organization, Mr James Lister, employment under-secretary, made a first ministerial reference to training policy since the Thiel Tank's support call for firm Government action to reform the training system. Referring to the traditional roots of the system—which the Thiel Tank had blamed largely for its rigidity—he said that they were a cause of national weakness as well as stagnation.

Give more basic training to the out-of-work, says OECD report

by Jane Jessel

More remedial education and basic training are needed for the unemployed, says the Organisation for Economic Co-operation and Development, in a report just released. Such instruction is becoming increasingly necessary as government programmes concentrate more on the less employable.

On the public sector job creation in five member countries, the OECD—which covers all industrialized Western countries—questions whether such programmes can produce the dual effect that governments expect. They should of course provide both a short-term buffer against cyclical unemployment and also reduce structural unemployment resulting from technological and economic change.

While programmes to combat recession simply need to provide the unemployed with a short-term job and an income, schemes to deal with structural unemployment need to include considerable retraining, the report says. Such schemes, while providing jobs for some, would otherwise have little hope of ever finding work, would need to equip many with marketable skills to make it easier for them to enter the labour force.

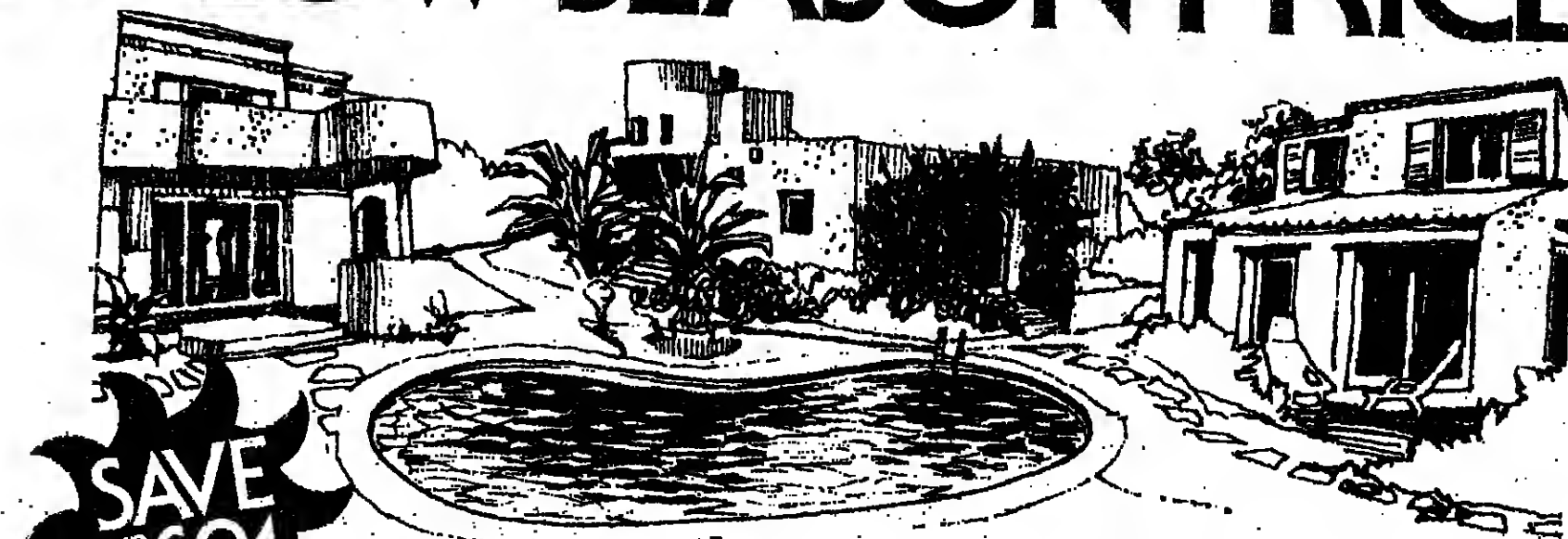
But very little formal training is included in most governments' programmes, the report points out, and since the almost unemployable are now a target for such help, more emphasis will have to be given to

education and training. In most of the countries surveyed, the programmes covered between 10 and 20 per cent of the total unemployed—except Norway where it was 26 per cent. Except in the United States, between half and three-quarters of the participants were under 25 years of age and between a quarter and a half of them had only elementary education.

The jobs offered them in the programmes tended to be low-skilled manual work in construction or environmental improvement projects or service in schemes concerned with health, education, information, and aid to the disadvantaged. The report says that the central and local government, although in the United States—as in Britain—the non-profit-making private organizations also contributed. The survey was carried out in 1977-78. Since then the proportion of youngsters in Britain's Youth Opportunities Programme receiving some kind of formal training or education has nearly doubled. But youth organizations and educational bodies involved in the programme are still highly critical about the future to cover all those who need help.

Formal training is likely to be built into the programme for older teenagers, while the Manpower Services Commission is preparing a government consideration, and will form an important part of the revamped version of the Special Training Programme for young people. The long-term advice is to

HIGH SEASON HOLIDAYS AT LOW SEASON PRICES.



Take your Summer Holiday in July, August or September and pay the May price!

That's a not-to-be-missed offer made exclusively to readers of the Times Educational Supplement by Thomson Holidays, Britain's leading package holiday company.

This superb holiday offer gives you the chance to save up to £91 per person when you book a fortnight's self-catering holiday from the Summer '80 Thomson Villas, Apartments and Tavernas brochure. It applies to all departures on or between July 1st and September 14th to the villas and apartments listed below, subject to availability. Instead of paying the price for the appropriate high season period, you pay the price for the period May 1st-May 22nd. Which means you have a choice of 11 sets of villas or apartments in 9 resorts, ranging from popular holiday sunspots like Benidorm and Lido di Jesolo to small, relatively unknown resorts like La Escala and Porto Azzuro—with a choice of 11 airports to fly from in the U.K. You'll find full details in the box below, together with examples of prices and the huge reductions available. The freedom of a self-catering

holiday is ideal for families with children. And the offer applies to children, too! What's more, children aged between 2 and 11 on the date of departure also qualify for the standard 15% children's reduction, made on the May price.

What you should do. Hurry to your local travel agent, as this offer applies only to holidays booked between June 18th and July 15th, 1980. Your travel agent has a copy of the Thomson brochure. He will help you choose your holiday and book it for you. You must tell him the date of this issue of the Times Educational Supplement and the number of this page—he needs this information to make the booking.

£30 per person EXTRA off the May price for the Puerto Rico Apts. Gran Canaria

All holidays are for 14 nights

RESORT	ACCOMMODATION	Accommodation Size	Party Size	Day of Departure	U.K. DEPARTURE AIRPORTS	Guaranteed Prices per person from	Maximum Saving per person
COSTA BRAVA							
La Roca	Stress Townhouses	2 Bedrooms	3-5	Tues	• • • • •	£139	£67
COSTA BLANCA							
Benidorm	Cire Apts	1 Bedroom	2-4	Thurs or Fri	• • • • •	£144	£62
	Inessa Apts	1 Bedroom	2-4	Thurs or Fri	• • • • •	£150	£62
Denia	Retecolmo Apts	1 Bedroom	2-4	Thurs or Fri	• • • • •	£156	£62
COSTA DEL SOL							
Estepona	Rahia Beach Complex	2/4 Bedrmed Apartments	3-8	Mon	• • • • •	£150	£73
		3 Bedrmed Villas	5-7	Mon	• • • • •	£156	£68
IBIZA							
S'Argemassa	S'Argemassa Villas (with individual pools)	4 Bedrooms	6-8	Sat or Thurs	• • • • •	£159	£91
TENERIFE							
Playa de las Americas	Thyanetes Apts	1 Bedroom	2-3	Wed or Sat	• • • • •	£161	£62
GRAN CANARIA							
Puerto Rico	Puerto Rico Apts (complex with pool)	1 Bedroom	2-3	Thurs	• • • • •	£165	£62
VENETIAN RIVIERA							
Lido di Jesolo	Lido di Jesolo Apts	1/2 Bedrooms	2-5	Sat or Tues	• • • • •	£187	£67
ELISA							
Porto Azzuro	International Studios	Studios	2-4	Tues	• • • • •	£147	£60

Party Size and Price

Prices vary according to the number of people in each villa or apartment. The prices quoted here are examples of final guaranteed prices per person for the largest party size for Gatwick or Luton departures. They include airport charges (£6.95 per person), holiday insurance (£6.05 per person) and surcharges. Surcharges vary throughout the season but are limited to a maximum of £20 per person.

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Thomson Villas and Apartments

features

Not so much a mother substitute...

Ryedale Community Nursery in south London has become a focus of great interest among practitioners and researchers. Margaret Prosser reports on its pioneering work, and the threat to its existence

Ryedale Community Nursery in Balham, which excels at grasping nettles, has taken on the toughest of them all—the need to create a pattern of care for under-fives that combines the best aspects of the work of traditional agencies in under-fives provision, the kind of “care” in day nurseries run by social services departments, and the “education” offered in nursery classes.

In evolving that pattern Ryedale has taken on other major issues, among them a commitment to multi-ethnic teaching, and the inclusion into the system of children who would normally stand no chance of nursery education, those of low-income but two-parent families.

Small wonder, then, that Ryedale is hailed as one of the most exciting developments in a field badly in need of an injection of new ideas and skills. Indeed, so many practitioners and education researchers are anxious to see the nursery in action that, for the sake of its children, Janet Fossman, the Nursery's senior worker, has instituted a waiting list for outside visitors.

Yet Ryedale, like other community nurseries that first got off the ground in the heady days of cash bonuses to inner city areas through Urban Aid grants, lives with the likelihood that the Government's financial cuts will close down community schemes even before they hit local authority nursery classes. It takes between £40,000 and £45,000 a year to fund the Nursery through so

Urban Aid grant to Wandsworth Community Relations Council, whose workers started Ryedale in 1972.

The grant was renewed for a second time and runs out early next year. Urban Aid grants are rarely forthcoming for a third time. For Ryedale that is yet another nettle to grasp—and one that has given it even greater impetus as a campaigning nursery.

Ryedale's success is based on a refusal to accept many of the assumptions which underlie the formal system of nursery provision. The belief, for example, that care for the under-fives can, or should, be separated into two distinct systems of “education” and “day care”.

Barry Huggill, who heads the Nursery and is one of two Wandsworth Community Relations Officers, insists: “We want the term ‘under-fives’ to be seen as generic. It is not a question of social provision and educational provision, this one the field of Social Services through day nurseries and the other the responsibility of Education in nursery classes. Yet this is how provision is organized.”

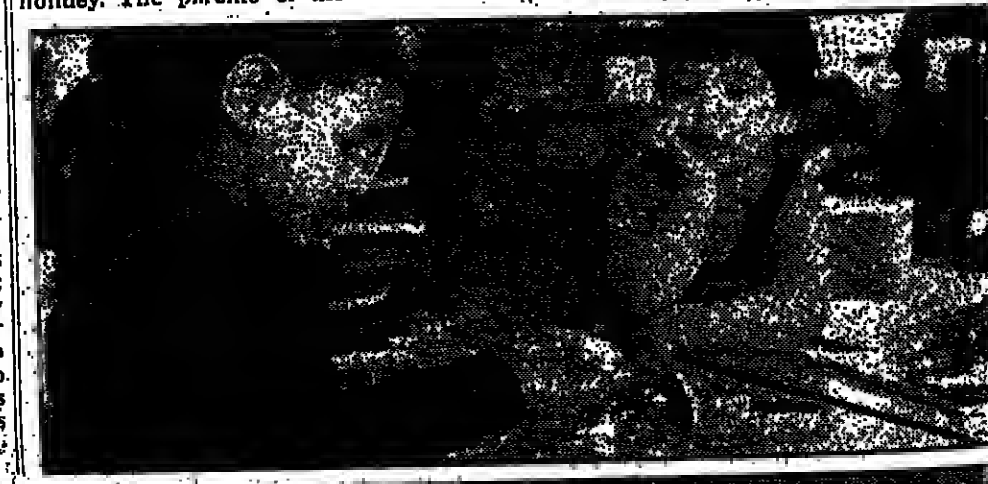
From this starting point Ryedale goes on to refute the next set of assumptions: that nursery provision is either merely complementary (like nursery classes) or supplementary (like day nurseries) to mothering at home. Ryedale refuses to be seen as a mother substitute, and offers instead support for the rights and needs of both parents and children of the community it serves.

Janet Fossman says: “Our aim is to provide a cheap but caring and educational service for the children of parents who both have to go out to work: the sort of service you would expect from a good nursery with the emphasis on language development, new experiences, and stimulation, parental involvement, and a belief that a multi-ethnic society is a very positive thing which will widen the children's experience. We're trying to get over the concept of respecting different families.”

Ryedale opens daily from 8.30 am until 6 pm, and for most of every school holiday. The parents of the 24 children

who attend pay just £5 a week for each child. Because these children have two working parents, the doors of a conventional council day nursery would most likely be closed to them, and with two small incomes their parents could never afford the fees charged by private nurseries. Most of the children arrive through a referral system, from professional agencies such as doctors and speech therapists.

The practical application of a commitment to multi-ethnic teaching is an aspect of the nursery that has attracted a lot of attention. Janet Fossman and her staff of four introduce the multi-ethnic aspect into all the activities, from displays for ethnic, to shopping in the local market



features

foods as well as potatoes, and including curry and yams on the menu.

In addition, they have set out to build a bank of appropriate resources, which has involved lobbying all kinds of manufacturers to change and extend their products. Black dolls with blue eyes, for example, have gone back to the manufacturer, with a carefully argued plea for fish rose type, painted black.

The result of the lobbying is a fuod of play and educational materials, that includes the best of ethnic story books, Chinese and African dressing up clothes, and black dolls with authentic features. Above all, the materials reflect the background of the children who use the nursery.

Attention to family background includes constant consultation and exchange of ideas with parents. It also involves them in the real decision making. Parents sit on the nursery's management board and are free to come and go as they please. A measure of their involvement is the 90 per cent attendance at a recent parents' evening, and the way parents regularly collect their children, and end up staying

to join the activities.

Liaison with local schools is also part of the pattern, after Ryedale took the initiative. Most of the schools now give their support to the link-up, with two-way visits between the children.

Policy—on all aspects of the running of Ryedale—is so clearly defined that a visitor might assume the place was set up according to some sort of catechism, and has run like clockwork ever since. Ask either Barry Huggill or Janet Fossman to explain a point, and they will talk confidently, clearly and at great length, and then apologize for “rattling on”. But of course Ryedale was not set up as a showpiece answer. It has evolved.

True, Wandsworth Community Relations Council identified this need for such a place with accuracy. “But it started off fairly chaotic, like a sort of full-time playgroup”, said Barry Huggill. Janet Fossman, a qualified nursery teacher, joined five years ago, and described it then as “a bit vague and jolly, with quite a high staff turnover”. Nevertheless, it was already beginning to change. A kind of structured day had developed, if only as an adult response to coping

with a bunch of lively children.

“But obviously the children needed more security, through more limits and tighter structure, and they needed much more learning experience”, Janet Fossman went on. “From that point we were able to develop a philosophy based on much clearer ideas about what we were attempting to do, but with as much flexibility as possible so that we could respond to ideas and needs as they arose.”

That philosophy means a carefully structured day. It begins with free play and table activities, with lots of use made of the Wendy house, the book corner and dressing up materials. Children are regularly taken out (the nursery has the use of a mini-bus) to the library, swimming, to the local shops and market, in fact to anything of interest that has an educational basis.

There is a group time, when children are divided into small groups with their own number of staff for specific learning activities that will include basics like colour and shape. There are more groups, according to age, for story time. Language development is a major

priority, with lots of talking and encouragement of speech. Ryedale, housed in premises originally intended for supermarket warehousing, is lucky to have outside space available.

Ryedale has campaigned for multi-ethnic teaching for many years and for the resources necessary for that; for better nursery provision; and for the sharing of experience and knowledge between nurseries. Now its campaigning is extended to organizing against nursery cut-backs of all kinds.

“It would be self-indulgent and wrong simply to campaign on our own behalf”, says Barry Huggill. “Our campaign is for multi-ethnic education for under-fives.”

The campaigning, in conjunction with other London nurseries, includes the traditional political lobbying process, and discussion with MPs aimed at achieving a genuine and increased commitment to the under-fives from the Labour Party. BBC television's Open Door programme was also effectively used to state the case. All this means extra work and strain; but Ryedale aims to go on fighting to change assumptions and convert the non-believers.

Getting better all the time?



As part of our series on pressure groups, Adam Hopkins examines the changing role and growing authority of the National Association for Multiracial Education

NAME, the National Association for Multiracial Education, began as an organization for worried teachers who recognized their need for help in the multi-ethnic classroom. In the mid-1960s this seemed to be mainly a matter of learning how to teach English to arrivals from overseas.

Today, though back up for teachers remains a major function, the stated aim is to play an active role in making the changes required in the education system which will further the development of a just multiracial society.

In making this shift, NAME has passed, at the same time as many individual campaigners, from a broadly assimilationist position—broadly speaking, enough and we will all be much the same and friendly to each other—to a position of cultural pluralism. This means that people of different races are seen as different but worthy of respect, and educational support in those differences as well as in the aspirations which they share with the rest of society.

NAME remains fundamentally an association of white teachers—only about one in five at this year's conference was black—but the change in emphasis in recent years has made it more effective as a pressure group, and far more open to black opinion. The general view of NAME among those concerned with race and education is that it is a necessary group, and getting better.

Trevor Carter, a member of the Rampton Committee inquiring into the education of children from ethnic minority groups, and a former chairman of the Caribbean Teachers' Association, describes NAME as “an extremely useful pressure group, which can speak to people black teachers' groups cannot reach, and is respected by the DES, education authorities and individuals”. It is true they have attracted only a sprinkling of black teachers, he says, but they are doing the job they have set out to do, which is to organize for multiracial education.

Then Gordon, who runs the London-based Afro-Caribbean Education Resource Project, says: “In the early 1970s it wasn't clear whether NAME was an anti-racist lobby, or just a support group for dealing with black teachers in an alternative means of control.”

opposed to trying to break down the barriers of racism which exist in schools. At the beginning they seemed more peripheral; now they are in the mainstream.

The critical change in NAME's attitude, even though it still seems radical and possibly threatening to some white teachers, has come about because of the accumulated weight of experience of the association's members in the past decade. This has perhaps been accelerated by the association's journal now called *New Approaches in Multiracial Education*. But the journal itself reflects a new conviction that “colour-blindness” and “treating them all as children” is an approach which still prevails in many classrooms—a way of ducking the main issues. That is something NAME tries not to do.

The association began in 1965 as a group called ATEPO, renamed at first as the Association for the Teaching of English to Pupils from Overseas and later, in the first of several revealing changes of name, as the Association for the Education of Pupils from Overseas.

Until 1972 the journal was called *English for Immigrants*. It then became *Multiracial School*, and achieved its present and more open title only in 1978. NAME itself was formed out of ATEPO in 1973 as an entirely voluntary organization depending on the labour of its members.

What has recently changed NAME into a more convincing organization in practical terms is a short-term grant from the Barrow and Geddis Trust, which has enabled it to do the things it has been talking about for years.

Madeleine Blakeley has held the post now for 18 months, trying to help teachers where help is required, fostering the work of the branches by providing support and back-up for local teachers, and seeking to apply pressure at sensitive points in the system.

Encountered in NAME's office in Burton-on-Trent, a simple room in a teachers' centre provided by the local education authority, she exemplifies in her own person the growing awareness that language teaching alone is an insufficient weapon against racism.

She began with a diploma from Leeds in the teaching of English from Leeds University, then worked in racially mixed schools in Huddersfield, and then

Wycombe, and as a lecturer in multiracial education at Derby. She has been a teacher, a head, and a school governor, and has been involved in many other educational activities.

She has published an admirably illustrated book for children about the family life of a Muslim girl in a mill town in the north of England. But books about village life in the places families originally came from are not enough, she thinks, and they even be counter-productive because of their concentration on the wrong things. “What matters most is what is happening to those growing up as black British youngsters, young people who have a cultural background which is different from that of their white peers, but also a great deal in common. There is something new.”

If they all at school in disproportionate numbers, she argues, that is because school and society are failing them. If schools behave with intelligence and sensitivity, there is great potential in what children from such diverse backgrounds can contribute to social and academic life.

One of the central themes of Madeleine Blakeley's writing and speech-making as general secretary of NAME is that children from ethnic minority backgrounds should be seen as valuable, not as a problem. This line of thought meant that NAME was bitterly hostile to the inclusion of race and education in the remit of the Centre for Educational Disadvantage in Manchester, and shed no tears at all when its closure was announced.

Another of her beliefs is that many hitherto unawakened teachers will be prepared to listen provided they are not shouted at and accused personally of racism. She herself is gently persuasive, and far from shrill.

But she is also quite inflexible in the belief that recognition of racism is not enough: action to put things right must follow. It is also vital for the cause of justice, she maintains, that an understanding of Britain's new multi-cultural identity should reach schools in those many areas where black faces are virtually unknown.

NAME works regularly with the NUT, the DES, and the Middlesbrough Education Authority. It has recently had a two-year contract of £27,000 from the DES, and a

puts in evidence to any committee that it is not a racist organization. It has been successful in this regard, with the NUT, the DES, and the Middlesbrough Education Authority.

NAME is also a campaigning organization. It has been successful in many of its campaigns, including the campaign to get the DES to fund the work of the branches.

But perhaps more impressive, and spoken of highly by teachers outside NAME, is the enormous amount of literature and classroom material produced by local branches. A random selection picked up on my travels includes a booklet of the first-hand experiences of minority group children, written for children and produced by the Glasgow branch; from Northamptonshire a study on mother-tongue teaching; and from London, which has a number of branches corresponding to ILEA divisions, a punchy and effective newspaper called *Issues in Race and Education*, and a number of booklets either produced or influenced by NAME.

London NAME has also organized several successful touring exhibitions, one on racism in children's books, and there are a number of working parties grappling with issues, from the spectacular to the drab.

All of this seems commendable and potentially enlightening. But one question lingers in many minds. Just how “lefty” and intransigent is NAME?

Looking from outside one sees an association concerned with education rather than radical politics *par sa*. Yet because NAME stands for change, it is evidently political in implication. In practice the degree of radicalism varies greatly from place to place, with hot debates and placard-carrying demonstrators in one branch, perhaps, and an education officer and so on in another.

The only safe generalization is that NAME works inside the system, as it does, is a reformist and not a revolutionary group. But the desire for social justice burns increasingly strong.

NAME can be contacted through Madeleine Blakeley, 13 Dales Lane, Finchley, Derby DE6 6AX, tel 0283 702448. The next article in this series will be on the Family Lobby.

review

The scholarship boy who travelled

Pioneer of Caribbean and African independence, author of a study of Melville and a classic of cricket, and over here to launch no less than three of his books, C. L. R. James has turned his eighty years to impressive account. Colin Ward interviewed him

"I am absolutely opposed to 'black studies' as I can't conceive a world which does not include Europe, India and China." This is what one of the founding fathers of Caribbean literature, who has addressed students in every American state except Alaska and Hawaii, told me last week.

He wasn't always so welcoming, and his book on Melville, *Melville, Renegades and Castaways* was written on Ellis Island, while awaiting deportation in 1952. C. L. R. James, who after his triumphant 1928 tour of the United States, was invited to join the Nelson team in the Lancashire League. "If you want to get published, you'll have to come over here," he told James, then a teacher at the government school at Port of Spain, Trinidad, whose only short stories were the first realistic accounts of backcountry life in the Caribbean.

Nearly 50 years later, James, who will be 80 next January, is back here for the publication of three of his books by Allison and Busby: *Notes on Dialectics*, *The Black Jacobins* and *Spheres of Existence*. The last of these is the second of three volumes of stories, essays and reflections on politics, colonial liberation and cricket: taken together, these give a slight idea of the range and scope of James's interests. Each has been strongly influenced by the chance that brought him to Nelson. In that small, Lancashire town he learned something of the ordinary realities of working-class life, and he learned too that this country's intellectual life was not confined to the capital and the universities.

In Nelson, for example, he met a Mr. Cartmell, who printed and published the manuscript he had brought from Trinidad, and exported it back to the West Indies. Later a short-story version was produced by Leonard Woolf as *The Case for West Indian Self-Government*. Mr. Cartmell also lent him two books. One was Spengler's *Decline of the West*, and the other was the first volume of Leon Trotsky's *History of the Russian Revolution*. "They helped me put my ideas into some kind of order and to appreciate the dynamics of history—something I had never gathered from my very solid traditional education as a scholarship boy in Port of Spain. But reading Trotsky, and then reading the official Soviet version, I came to the conclusion that someone must be lying. And it was in Nelson that he met Harry

and Elizabeth Spencer, who ran a tea-shop and bakery. "Harry was a cultivated man with a great collection of books and records. I was earning my living as a cricket reporter, but was also struggling with my book about Toussaint L'Ouverture and the San Domingo revolution. I used to order books through the post from Paris but I needed to use the French libraries. 'What's stopping you?' Harry used to ask, and I explained that, although I was saving, I hadn't the cash. Soon afterwards he came to me with £90 which he pushed into my hand and said 'I

was to tell him if I needed more. When the cricket season was over, off I went." Dedicated to the Spencers, the book that resulted was *The Black Jacobins*, first published by Frederic Werburg in 1938. This was the basis for the libretto of David Blake's opera *Toussaint*, produced last year at the National Opera and with wild success in 12 performances in Trinidad, but back in 1938 James himself had turned it into a play in which he played opposite Paul Robeson. "By that time Robeson was headed towards Moscow," and James, having bought

the Marxist standard works from Charlie Lahe, the snarling book-seller, was convinced that it was not Trotsky, but Stalin, who was lying. He translated into English Boris Souverain's *Stalin*, a very unpopular book in the 1930s, and he followed this with his own book *World Revolution* which led to discussions with Trotsky himself in 1938.

Werburg, meanwhile, had published *Minny Alley*, James's only novel, written in Trinidad a decade earlier. "When this was reprinted a quarter of a century later, I was amazed to learn that it was thought of as a classic and that its true theme was the relationship between educated West Indians and working-class people. I never had the faintest idea about it. I had been writing about, but in thinking of West Indian politics today, I can see that it is true."

In spite of his intentions he never wrote another novel, simply because he had been caught up in the political events of the 1930s and in the struggles for national liberation both in the West Indies and in Africa. George Padmore ("we were boys together and used to bathe in the Arima River, underneath the ice factory") had started the International African Service Bureau, and was working in London with Jomo Kenyatta for African independence. This was an inconceivable repudiation of the autobiography he is working on. Padmore was one of the great unrepentant heroes of the twentieth century.

James broke with the Trotskyist movement in 1951 but retains a Marxist approach to the world politics. He sees Julius Nyerere's *Arusha Declaration* as "one of the most important documents of modern history," but he does not believe that the politicians of either East or West Africa are in control of the continent's future.

His worst misgivings are for his own corner of the planet. "Faced by the economic disaster which has swept the Caribbean the only politician for whom I retain any respect is Norman Manley in Jamaica. He has done the best in an impossible situation. But look at the fate of the other day, of Walter Rodney in Guyana. He was the most brilliant and intelligent political thinker I have met in the West Indies, and he was, quite simply, murdered, to get him out of the way. 'All the same, I look at the future with a certain confidence. I don't believe in the inevitability of socialism. Nor do I believe that we would ultimately have to choose between socialism and barbarism. And so do I."

Listen to the people

W. Stephen Gilbert on a week's television

It was, said the BBC Television News editor, Alan Protheroe, in a discussion on the coverage of the Iranian embassy siege for the newly returned series *The Editors* (BBC 1), the job of the news is to "disclose". This is an assertion which will come back to haunt Major Protheroe, I trust. Certainly, if he watched the Thames documentary *Creggan* the following night, he will have seen a woman from that Catholic estate in Londonderry ever "I think there's a lot of things happening here which have been deliberately kept from the English public."

Creggan was the most significant documentary in a week unusually heavy with important documentaries, hidden among the football. Indeed, Tuesday night, traditionally documentary night, gave us three such, if you include Jack Tinker's guide to Brighton in the BBC South series *All Change for...* The film, despite its knife and fork editing, was quite as set as the town itself. "All Queen Anne from end Mary-Ann back" in the words of the Brighton Tinkerbell as he scurried under the foot, flitting over the planter's despoliations. It was good to have a smile squeezed between the plight of the Corby steelworkers and the endurance of the Derry Catholics.

BBC is making 52,000 steelworkers redundant, which is a pretty hard blow to the town. When my parents were kids it was just a village. Steel expanded it and now the BBC crisis threatens to render it a ghost town. Watson set his camera in the house of Sid and Phyllis, and their children for the duration of the steelworkers' strike. "All I want to go on," said Sid, "is what you read in the papers and hear on television. He had been there at BSC and, before Lloyd's, for 45 years. As far as he's concerned, he's just a number. January, cold. Your efforts to work are recognised."

read one of the sons from his home. Scepticism—wily Thatcher, Villiers, Sirs, nationalisation, his stars, the whole shooting match—took root and spread like chickweed. "Whatever he may have set out to make, Watson came back with a music of the human cost and bitterness of industrial confrontations. In holding to chronology, Watson interposed recreated television news bulletins and headlines and then embroidered this mix with news skills and family snapshots.

It made for some irritating earnestness (proving on and off, back and forth, like Brian De Palma as a bad day) and some heavy irony in the montage. Prior to the pickets right after a Headland school had declared "I'll never work for a non-unionised industry again." The tone was serious working class taste (Billy Fury, and, in the Woodies' reproduction, and, in the cartoonists) seemed gratuitous here.



"Tomorrow must look after itself."

Brian Aris, Camera Press

disperse in face of the wrath of the establishment. In fact, Michael Whyte and Mary Holland made the best programme on Ireland because it was, to coin a word, unattractive. Not even the crudest propagandist could accuse it of giving comfort to "the men of violence," yet the implications were clear: that the army presence divided, rules and alienates the local community and drives recruits into the arms of the IRA. In its quiet, watchful way, the film delivered a devastating assault on the policy of successive governments and yet said it did so to listen to the people. Whyte and Holland slipped it out at 11.00 p.m.

There is, of course, not much to encourage television companies to keep the nettle of Ireland very thoroughly or very often. Backwoodspeople in the Commons

frankly expect British television to conduct a propaganda exercise against "the men of violence." Anything less—of rather more—questions are asked in the House. The instinct to "disclose" tends to

compared with Michael Whyte's similar shots of politico-religious Derry decor, *Creggan*, like *Nobody Asked Us*, recorded the experiences people caught between relentless forces demonstrated that the women tended to have a sharper overview than the men, and constructed an inevitable catalogue of disaffection.

But Creggan was about Ireland. And Ireland is the great no-go area of British television. Despite the fact that it was the best British television programme ever broadcast about Ireland, *Thames* set on the film for over a year (the ITV series is simply so excuse) and then slipped it out at 11.00 p.m.

Two other documentaries—in the long-running series *Panorama* and *The World As I See It*—gave the feeling of God into us, respectfully, and for others. For *Panorama* (BBC 1), Philip Tibenham reported on Project 706: the Islamic

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the imminent coming in fruition of the late Ali Bhutto's plan for Pakistan to join the nuclear club. Tibenham and producer Christopher Ogilby uncovered the labyrinthine web in which Bhutto and his successor Zia confounded the complacent West and amassed the necessary technology from France, Germany, Switzerland, Italy, Canada and England, thanks to the financial assistance of Gaddafi. The film demonstrated the arrival of events nuclear war: the blandly ruthless businessmen Tibenham interviewed are quite happy to sell the necessary technology to any cowboy who has the cash. But it also changed the remaining question about the end of the world, from "when will it happen?" to "where will it happen?"

It's not a question which will much excite the million refugees of the Ogaden. In *The World As I See It* (BBC 2), a camp of refugees sketched the history of the refugee phenomenon—it took 20 years to resettle the Europeans who fled the last war—but concluded that "today the world is swiss with refugees on a scale it has never known before." In Somalia, a country of arid desert where an normal circumstances the nomads lead a hard, marginal, precarious life, one in four is now a refugee. The strictly states and the numbering shots of children, brought back by producer Glen Vailance, set up the shaming climax of the programme. For, according to the UN Commissioners, USAID officials and the volunteers working on the ground, Europe has consistently refused to take in the question of aid. As Cameron put it, "how many people in Somalia are dying while the bureaucrats take tea and the ships don't sail?"

Philip Tibenham had given us all precious little hope for the future, but Cameron countered for the refugees: "At a time like this, tomorrow must look after itself." Documentaries such as these show television at its best—bringing the world's issues home to us in vivid and unadorned form; questioning what the authorities tell us; highlighting the experiences of ordinary citizens; disclosing

Unique and provocative Dickens would cheer

Rosemary Hartill at Sadler's Wells

Lynne Truss at the Aldwych

Nicholas Nickleby. RSC Aldwych Theatre

Dickens's public may have acknowledged him to be "inimitable" but it rarely failed to support the countless adaptations, piratings and imitations that sprang into existence every time he set pen to paper. His own reaction to the dramatics included—*at Oliver Twist*—lying on the floor of his box and groaning. We're here to see the RSC's *Nickleby*. I am convinced he would set up and cheer.

Trevor Nunn, David Edgar and a cast of (apparently) thousands have combined to produce a long, faithful rendering of the novel which aims, as Dickens does, to move its audience to "pity, indignation and, of course, laughter." *Nickleby* is a theatrical ovel because it is a theatrical ovel. Dickens was at the time preoccupied with drama and anxious to try his hand as actor and playwright. *Nickleby*'s unpopularity was due to its attribution to his dramatic origins, so it is almost as if the novel had found its proper medium on the Aldwych stage.

Any "improvements" on the novel are almost always to the good. The major addition to the action, a Christmas production of a happy ending *Romeo and Juliet*, is a perfect vehicle for one of the RSC's greatest talents, outstanding theatricality. Comic overtones, particularly Squeers (Ben Kingsley) and Newgate (Nigel Hutton) are well exploited, but not at the expense of the more melodramatic or sentimental characters like Kate (Susan Lister) and Smike (David

throws heavy pressure on the inventiveness of the individual movement and the special quality of the individual dancer. No wonder that the New York dance critic Clive Barker summed up Cunningham's work like this: "When he is best, he is awful. When he is good, nothing else matters."

Needless to say, these revolutionary ideas have had a profound effect here in Britain too. It is de rigueur among young modern dancers in Britain to have done a spell at his studios in New York. Unfortunately his influence has not spread them all. I have spent some of the most boring evenings of my life watching incoherent, inept, petulant ballets, justified by their choreographers in programme notes referring to Cunningham. He certainly has a lot to answer for. The Sadler's Wells season is a chance to atone.

Erk Hawkins's company offered a pleasant enough week, though disappointingly poorly attended. In America, they are getting bigger and bigger audiences, after years of comparative neglect. The style is graceful, fluid, and disarmingly naive—even primitive. The ballets would have improved had they relied less on "pretentious" programme notes.

Finally, the Dance Theatre of Harlem, which is now in its success. Cunningham made their own. They offer the audience two or three dances, the same time, and a lot of time for an "hour" of the ballet. The ballets are not as good as the ones they are supposed to be. The company is not as good as the ones they are supposed to be. The company is not as good as the ones they are supposed to be.

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throws heavy pressure on the inventiveness of the individual movement and the special quality of the individual dancer. No wonder that the New York dance critic Clive Barker summed up Cunningham's work like this: "When he is best, he is awful. When he is good, nothing else matters."

Needless to say, these revolutionary ideas have had a profound effect here in Britain too. It is de rigueur among young modern dancers in Britain to have done a spell at his studios in New York. Unfortunately his influence has not spread them all. I have spent some of the most boring evenings of my life watching incoherent, inept, petulant ballets, justified by their choreographers in programme notes referring to Cunningham. He certainly has a lot to answer for. The Sadler's Wells season is a chance to atone.

Erk Hawkins's company offered a pleasant enough week, though disappointingly poorly attended. In America, they are getting bigger and bigger audiences, after years of comparative neglect. The style is graceful, fluid, and disarmingly naive—even primitive. The ballets would have improved had they relied less on "pretentious" programme notes.

Finally, the Dance Theatre of Harlem, which is now in its success. Cunningham made their own. They offer the audience two or three dances, the same time, and a lot of time for an "hour" of the ballet. The ballets are not as good as the ones they are supposed to be. The company is not as good as the ones they are supposed to be.

The captive

Frances Hill

In terms of depth and diversity Marcel Proust is surely the world's second greatest literary genius. But he is well known only to a tiny minority.

Last week Radio 3 offered a superb chance for those uninitiated to sample Proust's brilliance. John Wood read four passages, of about half an hour each, of the new translation of *A la Recherche du Temps Perdu* by Terence Kilgallon and C. K. Scott-Moncrieff, on four successive evenings. The passages were well selected and the reading masterly.

The first extract, *The Little Madeleine* from *Swann's Way*, was perhaps an inevitable choice. It contains the premise from which the rest of the work, artistically speaking, inexorably follows. John Wood managed the famously long sentences without labouring the connections between points but with our ears losing the sense. He did justice to the narrative's great comic power and terrifying aspects of the next two extracts. The Duchesse de Guermantes from *The Guermantes Way* and *The Moonlight and the Red from Clives of the Plain*. And he gave a stunning reading of *Albertine*, from the most difficult, perhaps one of the most subtle passages in serious literature.

For Proust devotees the chance of a sneak preview of the new translation, to be published later this year, was most welcome. There appear to be substantial changes in this most difficult, "abstract" passages, such as those in *The Little Madeleine* in which the narrator discusses the nature of memory. Otherwise, the new version seems mainly sadder, and tidier. The phrases "podered over without effort or distress of mind" become "brooded over pamiably."

Making the mind skip

Margaret Drabble on an unusual literary commentary

Adultery in the Novel: Contract and Aggression Tony Tanner. John Hopkins £9.95 8018 2178 9.

There is undoubtedly a temptation to attempt to do the history of the novel. The very subject invites it. Why not *Walking in the Novel? Or Food in the Novel?* Two very good subjects, so a matter of fact, and well suited to the Tanner approach. One could waste time pointing at misquotations and misprints, single out repetitions and apparent contradictions; the description of what a neck is and is not in general and Emma Bovary's (a solid work) would look odd indeed if taken out of context. Dr Tanner could no doubt find some sophisticated explanations for the nervous repetition that his brilliant work has engendered. It is too un-English, too near the home, it asks the wrong questions, it quotes unlikely authorities, it makes the mind skip.

In short, it transgresses disciplines and categories, and invites transgression. And anyone who overcomes an initial reluctance to follow him will find his book as puzzling, angling and revealing as those of that master writer of detective stories, Freud. Ostensibly, the subject is the bourgeois novel of the late eighteenth century and nineteenth century, and Tanner discusses at length these key works, Rousseau's *La Nouvelle Héloïse*, Goethe's *Elective Affinities*, and Flaubert's *Madame Bovary*, all of which deal with problems of marital fidelity and adultery, and all of which demonstrate the growing emptiness and boredom of the bourgeois ideal that the novel, as a form, both endorses and questions. But the discussion ranges much wider than this, and invokes views of sexual conduct from the Bible, from Lévi-Strauss, from the Sade, from Tolstoy and George Eliot and Samuel Richardson.

Tanner opens with the Old and New Testa-

ment pronouncements on adultery, and closes with Roland Barthes's definition of the ideal contract of prostitution. In between, he probes the relationships between author and authority, between language and desire, between parents and children, between writers and readers in a way that is occasionally obscure, but never dull. Those who feel that some of his main points are too often obscure, but never dull. Those who feel that some of his main points are too often obscure, but never dull. Those who feel that some of his main points are too often obscure, but never dull.

For, despite all of Tony Tanner's word-splitting, punning, and linguistic analysis, his work remains a concerned and felt commentary both on literature as art, and on the quality of the lives that do not get lost in the gaps between the chapters. The importance of the books does not get lost in the gaps between the chapters. The importance of the books does not get lost in the gaps between the chapters. The importance of the books does not get lost in the gaps between the chapters.

seen sewing and pricking her fingers, and last seen being punctured and picked by her M. Homais as he tries to cut a lock of her hair. Such observations are beautiful, fully made, and the connections rarely forced. This is a highly stimulating sequel to the first book, *Adultery in the Novel*. It is a book that looks forward to the future, and one that keeps the brain busy for some time. What new light, for instance, is shed on the meaning of *Madame Bovary* by the book's title? "Flash of my flesh, my body, thou art," Milton's Adam desperately tries to confirm, indeed what is his body? "Wives belong to their husbands, not by blood, (instruct) but by contract," and hence, most of the women that occupy the novel. What new light is shed on the meaning of *Madame Bovary* by the book's title? "Flash of my flesh, my body, thou art," Milton's Adam desperately tries to confirm, indeed what is his body? "Wives belong to their husbands, not by blood, (instruct) but by contract," and hence, most of the women that occupy the novel.

One final query. On two separate occasions, Tanner apologises for the use of the linguistic terms he is forced to use. One of them is "disaggregated" and the other is "disaggregated." The use of these terms is not as clear as it seems. The use of these terms is not as clear as it seems. The use of these terms is not as clear as it seems.

Rachel Blake

Children's literature

Juliet Gardiner

Paperbacks

Pierre Watter

JOHN BARKER reviews the Harris Data Memory System

1997

Centre for
S.A.E.,
Education.

THE TIMES EDUCATIONAL SUPPLEMENT 27.6.80

Term interviews will be held early in the Autumn

Army Officer

ITALY

Important group of language schools operating in the north of Italy seeks qualified native language teachers of English for the academic year 1980/81.

Required:

Degree or similar qualification, TEFL certificate. At least one year's teaching experience either in U.K. or abroad. A basic knowledge of Italian. Experience with children and adults. Written references.

Offered:

A modern working environment. Annual contract (renewable). Reimbursement travel expenses. Interesting salary. Insurance against sickness. Free accommodation. (Cost of heating, electricity not included). Teacher training courses plus Italian language lessons from £8.80 to £27.80. No intermediary benefit during this course.

Please write enclosing C.V., photograph and references to: Miss Hilary Johnson, 95 Roughwood Drive, Northwood, Merseyside L33 9UG.

Interviews and final selection will take place in London during first week of July.

STRATHCLYDE REGIONAL COUNCIL

AYR Sub-Region

EDUCATION DEPARTMENT

INSTRUCTOR

Kalmes Purank Centre, Muirkirk

Salary Scale: AP 11/11, £4,848 to £5,973

Applications are invited from suitably qualified men and women for the post of Instructor at the above Centre. Applicants must have experience and ability to instruct hillwalking, field studies and other outdoor activities. The successful applicant will assist the Warden of the Centre with the general residential duties of the Centre, including tutorial work on outdoor education courses for schools and other organizations promoted by the authority. Further particulars on request. Application forms are available from the Assistant Director of Manpower Services, Regional Office, Ayr, to whom completed forms, quoting reference A228, should be returned by July 11, 1980. R. M. O. McCulloch, Director of Manpower Services.

KRISTIANSUND MUSIC SCHOOL, NORWAY

Required from August 1, 1980, or as soon as possible —

VIOLIN TEACHER/
ORCHESTRAL LEADER

The position is for Head of Department for String Teaching, Leader of Chamber Orchestra and Symphony Orchestra (amateur), with extra string teaching available at the Sixth Form College. Salary according to qualifications, between £8,000 and £10,000.

Closing date: July 1, 1980. Further information from Peder A. Rensvik, Box 5, 6501 Kristiansund, Norway.

METROPOLITAN BOROUGH
OF ROTHERHAM

Department of Education

EO.235

CAREERS OFFICER

(TEMPORARY)
Salary Scale: AP.4 £5,288-£5,784 p.a.
Normal range of Careers Officer duties e.g. vocational guidance for young people in schools and colleges; placement services for school and college leavers; close liaison with employers and other agencies actively engaged in support provision for young unemployed, etc.
Minimum age: early twenties. Preferably a graduate with post-graduate Diploma in Careers Guidance or equivalent qualification. Otherwise considerable and suitable employment experience required. Casual User Car Allowance.
Closing Date: 8th July, 1980.
Applications by letter, giving full personal details and information on qualifications, experience and salary, together with the names and addresses of two referees should be sent to The Director of Education, Municipal Offices, Howard Street, Rotherham.
S. W. Ellis, Director of Personnel Resources.

BRENT AND HARROW
AREA HEALTH AUTHORITYTrainee Health
Education Officer

Salary £4,638-£5,935 p.a. inclusive

Would you like to try a career in health education? We are looking for an enthusiastic, outgoing person to fill the post of Trainee Health Education Officer. The base is at Neasden Hospital and the Health Education Service covers the Brent and Harrow Area.

This post is designed to offer an opportunity to acquire the skills and work experience of a health education officer. Candidates from a wide variety of backgrounds will be considered including those with a first degree or equivalent qualification or relevant professional qualification.

Car owner/driver is essential.

We encourage you to visit us at the Health Education Centre to look round and discuss the post informally. Please telephone 01-459 2251 ext. 47.
For application form and job description please contact Signet House, Lyon Road, Harrow, Middx. Telephone: 01-853 9111 ext. 41.

Closing date for applications: 7th July.

Cheshire

Assistant Director—Teachers

\$12,180—\$13,098 (P03B)

This is a key post with responsibility for developing staffing policy for schools throughout the County. This requires close co-operation with District Officers and other Senior Staff and consultation with teachers' representatives.
Duties include manpower and financial planning, recruitment, promotion, teacher education and liaison with colleges of higher and further education in the County and the region.
Requirements include an Honours degree, successful teaching experience and, if possible, knowledge and experience of employment legislation and procedures.

Deputy Assistant Director of Education

\$9,813—\$11,250 (P02B/C)

(Further Education)
Experience is offered in the whole field of post-16 education. It is an ideal post for new entrants to administration or for applicants with some experience.
Specific duties to oversee and develop Adult, Youth and Community Education Services.
Candidates should preferably have an Honours degree, teaching experience and some experience in the post-16 area of LEA provision. Enthusiasm and energy are essential requirements.
Essential car user/allowance. Removal and disturbance expenses schemes are available in appropriate cases.

Application forms and further particulars from The Director of Education, Education Department, Cheshire County Council, County Hall, Chester CH1 1SD. Tel: 0562 82528.
Closing date: July 7, 1980.

SENIOR RESEARCH OFFICER

Salary: £6,800 to £8,550 +
(under review)

For the Test and Measurement Research Unit:

- (1) to review and recommend ways of further improving the methods by which City and Guilds examinations are designed, developed and assessed;
- (2) to lead in the training of City and Guilds staff and examinees in assessment techniques;
- (3) to provide a consultancy service within the Institute and for client organisations on all matters relating to testing and measurement.

Applicants should hold a degree in Experimental Psychology or equivalent and have a working knowledge of statistical methods, including the use of achievement testing in an applied setting.
Application forms from Keith Jackson, Personnel Officer, City and Guilds of London Institute, 41 Abchurch Lane, London EC4A 3DF, or phone 01-376 5444.

City+Guilds

SOCIAL SERVICES DEPARTMENT

Residential Care
Officer Post D.870

Applications are invited for the above post at Keston, a Community Home with Education for up to 60 boys aged 14 years to 18 years.
The post offers an interesting career opportunity to work in a stimulating environment with creative opportunities to help deprived young people.
The school is situated in the village of Thorndon, three miles from the small town of Epsom, and about 11 miles from the A140 (Ipswich/Norwich Road). There is easy rail access to London from Epsom.
Salary: £3,918 to £4,478 and, if suitably qualified, the scale continues to £4,713.
Accommodation is available, including an unfurnished three-bedroom house, to rent.

Informal visits are welcome and interested persons are invited to telephone the Principal, Mr B. N. George, on 0438 238. Further particulars and application forms are available from the Director of Social Services, Rops Walk, Ipswich, Suffolk IP1 1LM. Closing date for applications: Friday, July 18, 1980.

Suffolk County Council

NATIONAL FOUNDATION
FOR EDUCATIONAL
RESEARCH IN
ENGLAND AND WALESPROJECT FOR THE EXCHANGE
OF MANAGEMENT INFORMATION
ON EDUCATIONAL POLICY
AND PRACTICEPrincipal Research
Officer

A Project Leader is required from 1 January, 1981, to plan, launch and develop an important new project for the computerised exchange of information on educational policy and practice, primarily for use by local education authorities. The project is to be supported by the DES and carried out under the joint auspices of the NFER and the Society of Education Officers.

The successful candidate will need to work closely with local education authorities. Applicants should have a sound working knowledge of local government and possess editorial ability. Some knowledge of information science would be an advantage.
The post will be for four years in the first instance, but will involve periodic travel throughout the country.
Salary Scale: £5,789 to £12,864. Placement on scale according to qualifications and experience.
U.S.S. Teachers' and Local Government Pension Schemes can be maintained.
For application forms and further particulars, please apply to: Mr P. P. Harris, Personnel Officer, National Foundation for Educational Research, 100 Longwalk Road, Uxbridge, Middlesex UB8 3PH. Telephone: 01895 28181.
Closing date for return of completed application forms: no later than Friday, 18 July, 1980.

OVERSEAS
Appointments
continued

KENYA
Secondary schools for boys and girls. Vacancies in the following subjects: English, Mathematics, Science, History, Geography, Art, Music, Physical Education, and Sports. Salary scale: KSh. 10,000 to KSh. 15,000 per annum plus cost of living allowance. Applications should be sent to the Director of Education, Ministry of Education, P.O. Box 100, Nairobi, Kenya.

MILAN
International School of Milan. Vacancies in the following subjects: English, Mathematics, Science, History, Geography, Art, Music, Physical Education, and Sports. Salary scale: L. 1,000,000 to L. 1,500,000 per annum plus cost of living allowance. Applications should be sent to the Director of Education, Ministry of Education, P.O. Box 100, Milan, Italy.

ITALY
Anglo-Italian Association. Vacancies in the following subjects: English, Mathematics, Science, History, Geography, Art, Music, Physical Education, and Sports. Salary scale: L. 1,000,000 to L. 1,500,000 per annum plus cost of living allowance. Applications should be sent to the Director of Education, Ministry of Education, P.O. Box 100, Milan, Italy.

FINLAND
Private language school in Tampere. Vacancies in the following subjects: English, Mathematics, Science, History, Geography, Art, Music, Physical Education, and Sports. Salary scale: Fmk. 10,000 to Fmk. 15,000 per annum plus cost of living allowance. Applications should be sent to the Director of Education, Ministry of Education, P.O. Box 100, Tampere, Finland.

KENYA
Secondary schools for boys and girls. Vacancies in the following subjects: English, Mathematics, Science, History, Geography, Art, Music, Physical Education, and Sports. Salary scale: KSh. 10,000 to KSh. 15,000 per annum plus cost of living allowance. Applications should be sent to the Director of Education, Ministry of Education, P.O. Box 100, Nairobi, Kenya.

FRANCE
International School of Paris. Vacancies in the following subjects: English, Mathematics, Science, History, Geography, Art, Music, Physical Education, and Sports. Salary scale: Fmk. 10,000 to Fmk. 15,000 per annum plus cost of living allowance. Applications should be sent to the Director of Education, Ministry of Education, P.O. Box 100, Paris, France.

GREECE
Private language school in Athens. Vacancies in the following subjects: English, Mathematics, Science, History, Geography, Art, Music, Physical Education, and Sports. Salary scale: Dr. 10,000 to Dr. 15,000 per annum plus cost of living allowance. Applications should be sent to the Director of Education, Ministry of Education, P.O. Box 100, Athens, Greece.

GREECE
Private language school in Athens. Vacancies in the following subjects: English, Mathematics, Science, History, Geography, Art, Music, Physical Education, and Sports. Salary scale: Dr. 10,000 to Dr. 15,000 per annum plus cost of living allowance. Applications should be sent to the Director of Education, Ministry of Education, P.O. Box 100, Athens, Greece.

DANCE INSTRUCTOR
Vacancies in the following subjects: English, Mathematics, Science, History, Geography, Art, Music, Physical Education, and Sports. Salary scale: £5,000 to £10,000 per annum plus cost of living allowance. Applications should be sent to the Director of Education, Ministry of Education, P.O. Box 100, London, U.K.

SPAIN
Private language school in Madrid. Vacancies in the following subjects: English, Mathematics, Science, History, Geography, Art, Music, Physical Education, and Sports. Salary scale: Ptas. 10,000 to Ptas. 15,000 per annum plus cost of living allowance. Applications should be sent to the Director of Education, Ministry of Education, P.O. Box 100, Madrid, Spain.

YUGOSLAVIA
Private language school in Belgrade. Vacancies in the following subjects: English, Mathematics, Science, History, Geography, Art, Music, Physical Education, and Sports. Salary scale: Din. 10,000 to Din. 15,000 per annum plus cost of living allowance. Applications should be sent to the Director of Education, Ministry of Education, P.O. Box 100, Belgrade, Yugoslavia.

YUGOSLAVIA
Private language school in Belgrade. Vacancies in the following subjects: English, Mathematics, Science, History, Geography, Art, Music, Physical Education, and Sports. Salary scale: Din. 10,000 to Din. 15,000 per annum plus cost of living allowance. Applications should be sent to the Director of Education, Ministry of Education, P.O. Box 100, Belgrade, Yugoslavia.

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FOREST OF DEAN
PLANNING DEPARTMENT

Vacancies in the following subjects: English, Mathematics, Science, History, Geography, Art, Music, Physical Education, and Sports. Salary scale: £5,000 to £10,000 per annum plus cost of living allowance. Applications should be sent to the Director of Education, Ministry of Education, P.O. Box 100, Forest of Dean, Gloucestershire.

Vacancies in the following subjects: English, Mathematics, Science, History, Geography, Art, Music, Physical Education, and Sports. Salary scale: £5,000 to £10,000 per annum plus cost of living allowance. Applications should be sent to the Director of Education, Ministry of Education, P.O. Box 100, Forest of Dean, Gloucestershire.

Vacancies in the following subjects: English, Mathematics, Science, History, Geography, Art, Music, Physical Education, and Sports. Salary scale: £5,000 to £10,000 per annum plus cost of living allowance. Applications should be sent to the Director of Education, Ministry of Education, P.O. Box 100, Forest of Dean, Gloucestershire.

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Lancashire
EDUCATION DEPARTMENT
APPOINTMENT OF
COUNTY ADVISORY
OFFICERS
(3 POSTS)

Salary Scale: Southern Scale based on Burnham Head Teacher Group 19 (£10,251-£11,658). Applications are invited from well qualified and experienced candidates for appointment to the following posts:
POST ONE—COUNTY ADVISOR FOR MATHEMATICS
POST TWO—COUNTY ADVISOR FOR MODERN LANGUAGES
POST THREE—COUNTY ADVISOR FOR SECONDARY EDUCATION (including Personal Relationships). In addition to the specialisms attached to each post, successful candidates will have general pastoral responsibility for a number of schools in an area of the Authority. Application forms and further details are obtainable from the Chief Education Officer, County Hall, P.O. Box 61, Preston, PR1 8PJ, to whom they should be returned no later than 14th July, 1980, quoting reference C051/1JM for POST ONE, C052/1JM for POST TWO, and C053/1JM for POST THREE.

WARWICKSHIRE COUNTY COUNCIL
SENIOR ASSISTANT
COUNTY EDUCATION
OFFICER
PRIMARY AND
SPECIAL SCHOOLS
£12,636 to £13,509

Applications are invited from suitably qualified and experienced candidates for this third-tier appointment. The post requires a high level of managerial and administrative skills as well as a broad understanding of educational issues. Relevant teaching experience and administrative experience in an Education Department are essential.
Forms and further particulars obtainable from the County Education Officer, 22 Northgate Street, Warwick CV24 4AP (telephone Warwick 43431, extension 2887). Closing date for applications: July 3.

Gwent
County Council
ASSISTANT DIRECTOR
OF EDUCATION
£11,238x3 (£270)-£12,648

Applications are invited from candidates with suitable academic qualifications and experience for appointment to this important third-tier post. Duties are in the field of primary and secondary education. The Authority has 344 schools.
Closing date: 11th July, 1980. Forms and further information available from the Director of Education, Education Department, County Hall, Gwent, NP24 4XG, on receipt of a stamped addressed envelope.

The Associated Examining Board

Secretary General to the Board

Applications are invited from persons with suitable academic and administrative qualifications and experience for the post of Secretary General to the Board to succeed the present holder of the post, Mr. H. O. Childs, who retires in 1981.

The salary is aligned to the Association of University Teachers scales at the upper professional level, the current scale being £17,082, by four annual increments of £775 to £18,992 per annum (subject to review on 1st October, 1980).

Further information, together with an application form, may be obtained from the Personnel Manager, The Associated Examining Board, Wellington House, Aldershot, Hampshire GU11 1BD (Tel: Aldershot 25881) to whom completed forms of application must be returned no later than 1st August, 1980.

KEY ENGLISH LANGUAGE
TEACHING SCHEME

The following posts to be filled under the KELT scheme are wholly financed by the British Government as part of Britain's programme of aid to developing countries. Candidates must be UK citizens.

ONE SENIOR AND ONE ASSISTANT TEACHER/
EXPERT IN ELT
(Egypt)

El Zawi El Hattar, Technical Teacher Training School, Cairo.
Duties: to design a 5 year EFL/ESP course for trainee teachers, evaluate the materials and produce final versions. Trainee teachers to use course and conduct English-upgrading courses for technical staff.

Qualifications: Senior post: Degree and MA in Applied Linguistics or 1 year post-graduate Diploma in TEFL essential and 5 years' relevant overseas experience including ESP. Assistant: Degree and PGCE (TEFL) and 2 years' relevant experience. Salary: including 10 per cent. increment. Senior post: £8,801-£12,672 p.a. Assistant: £5,287-£7,405 p.a. 80 K 88-98

LECTURER IN ENGLISH
(Egypt)

Aln Shema University, Cairo.
Duties: to lecture in ELT Methodology, ESP and Phonetics/Phonology to Diploma and MA Students. To continue development of the phonetics/phonology component of Curriculum Development project and pilot teaching materials under development.
Qualifications: Candidates, preferably aged 30-45.

THE BRITISH
COUNCIL

must have a degree and MA in Applied Linguistics or a 1 year University Diploma in TEFL plus 5 years' relevant experience including at least 2 years' overseas and a background in phonetics. Knowledge of Arabic desirable.

Salary: £7,778-£9,831 p.a. including 10 per cent. increment. 80 K 40

LECTURER IN ESP
(Mexico)

Instituto Tecnológico y de Estudios Superiores de Monterrey.
To develop and revise materials for science and technology students and introduce these to students in other institutions, to carry out teacher training and some teaching duties.

Qualifications: degree plus one year university TEFL diploma or MA in Applied Linguistics plus at least 5 years' relevant TEFL experience. Working knowledge of Spanish essential.
Salary: £7,778-£9,831 p.a. including 10 per cent. increment. 80 K 33

Benefits: Salary free of UK income tax; variable overseas allowance according to marital status and salary level; free family passage; children's education allowances and holiday visits; free furnished accommodation; outfit allowance; medical scheme; baggage allowance; paid leave.
Post tenable from September 1980. Contracts will be initially for 2 years. The Selection Board will be held in July/August 1980.

Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post for further details and application form to The British Council (Appointments), 65 Davies Street, London W1V 2AA.

FINANCE

Name

Address

City

Postcode

ENGLAND AND WALES ONLY

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